

DOCUMENT RESUME

ED 467 883

CE 083 727

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TITLE Colorado Teen Challenges and Choices Curriculum State Content Standards for Consumer & Family Studies.

INSTITUTION Colorado State Community Coll. and Occupational Education System, Denver.

PUB DATE 2002-00-00

NOTE 31p.

AVAILABLE FROM For full text:
http://www.cterc.cccoes.edu/colostatestandards/TeenC&C_curriculum_StateContentStandards.pdf.

PUB TYPE Guides - Non-Classroom (055)

EDRS PRICE EDRS Price MF01/PC02 Plus Postage.

DESCRIPTORS Adolescents; Behavioral Objectives; Competency Based Education; Consumer Education; Core Curriculum; *Decision Making; Definitions; Empowerment; Evaluation Methods; *Family Life Education; Guidelines; Health; High Schools; *Individual Development; Interpersonal Competence; Performance Based Assessment; Portfolio Assessment; Scoring Rubrics; Self Destructive Behavior; State Curriculum Guides; *State Standards; Statewide Planning; Student Evaluation; Wellness; *Youth Problems

IDENTIFIERS *Colorado; *Family and Consumer Sciences; Goal Setting

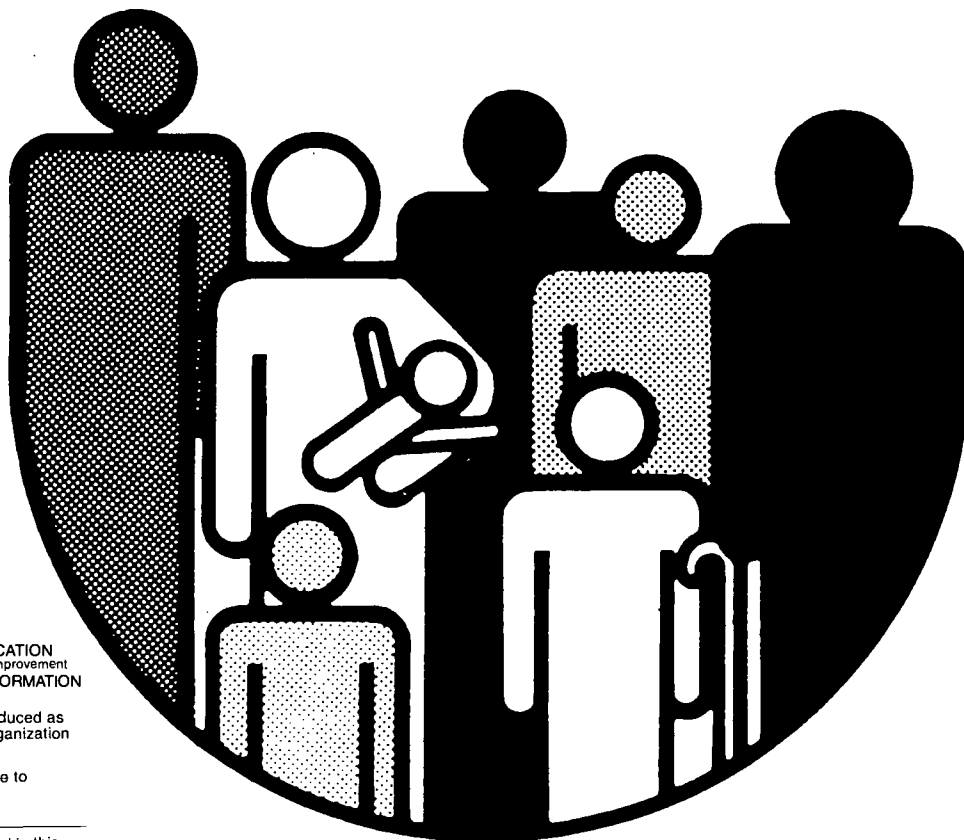
ABSTRACT

This document presents materials and guidelines for evaluating Colorado high school students' attainment of the eight state standards for consumer and family studies that pertain to teen challenges and choices. The materials presented are designed to promote and evaluate students' mastery of the following competencies: (1) examine and demonstrate personal power by exploring self-concept, peer pressure, personal responsibility, communication, and decision-making skills; (2) investigate and analyze behaviors leading to a lifestyle of total wellness; (3) examine personal skills needed to effectively manage personal and family relationships; (4) understand human growth and development and the issues involved in personal sexual decision making; (5) recognize rights and responsibilities as defined by the law; (6) identify characteristics of destructive behaviors and their consequences while exploring various coping strategies; (7) utilize information for handling health and emergency situations; and (8) implement the goal-setting process for personal growth. The following materials are included: (1) the eight state standards for Colorado's teen challenges and choices curriculum; (2) authentic assessment guide sheets that each contain the specific content standard, the rationale for mastering the skills and knowledge addressed in the standard, a student task, and a scoring rubric to evaluate completion of the task; (3) instructions for converting rubric scores to grades; and (4) student learning assignments. (MN)

Colorado Teen Challenges and Choices Curriculum

State Content Standards

Consumer and Family Studies



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TO THE EDUCATIONAL RESOURCES
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Colorado Teen Challenges and Choices Curriculum
State Content Standards for Consumer & Family Studies

I. Personal Power

Content Standard:

The student will examine and demonstrate their own personal power by exploring self-concept, peer pressure, personal responsibility, communication and decision-making skills.

II. Total Approach to Wellness

Content Standard:

The student will investigate and analyze behaviors which can lead to a lifestyle of total wellness.

III. Relationships

Content Standard:

The student will examine personal skills needed to effectively manage personal and family relationships.

IV. Understanding Sexuality

Content Standard:

The student will understand human growth and development and the issues involved in personal sexual decision-making.

V. Teens and the Law

Content Standard:

The student will recognize rights and responsibilities as defined by the law.

VI. Destructive Behaviors and Addictions

Content Standard:

The student will identify characteristics of destructive behaviors and their consequences while exploring various coping strategies.

VII. Emergency Care/Consumer Health

Content Standard:

The student will utilize information for handling health and emergency situations.

VIII. Power of Success

Content Standard:

The student will implement the goal-setting process for personal growth.

ACKNOWLEDGMENTS

The development of State Standards and Authentic Assessments for the Teen Challenges and Choices Curriculum for Vocational Consumer and Family Studies in Colorado represents the efforts of a number of teachers from our state. We would like to thank each of the following teachers for their efforts in developing and writing these materials for use in the classroom. It is their hard work and dedication to the field that has made this project possible. We would like to extend a special thank you to Pat Bohlender, State Program Manager, for her leadership, expertise, and professional support in updating and advancing the state Teen Challenges and Choices curriculum.

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CONVERTING RUBRIC SCORES TO GRADES

How do rubric scores convert to grades? There is no hard and fast guideline. Certainly there is no easy formula such as 4 = A, 3 = B, 2 = C. Teachers who have tried this formula have found that many students who formerly received A's now receive B's -- a sure way to convince parents that rubric scoring is unfair!

To decide how you want to convert rubric scores to grades, first define for yourself what an A has meant in your class up to now. Does the student who meets all expectations get an A? If so, that is a 3 on the rubric. Do students receive A's only when they do exceptional work without fail? That is what a 4 would mean. If you give A's to students who consistently meet expectations with occasional excellence, that would be some combination of 3's and 4's.

You might use for a guideline the general grade descriptors which have been approved by the Instructional Steering Committee (APS) for use on pilot report cards. (These descriptors are for providing information about the student's progress, not for validations, which require meeting a standard.) They address the student's consistency, proficiency, and mastery of concepts. Which set of descriptors would fit the A's, B's, and C's you have been giving?

- | | |
|---|---|
| 4 | <ul style="list-style-type: none"> • Consistently meets performance standards • Exceeds developmental expectations toward benchmark • Expands on application of concepts. |
| 3 | <ul style="list-style-type: none"> • Consistently meets performance standards • Meets developmental expectations toward benchmark • Applies concepts |
| 2 | <ul style="list-style-type: none"> • Inconsistently meets performance standards • Partly meets developmental expectations toward benchmark • Understands concepts and progressing toward application |
| 1 | <ul style="list-style-type: none"> • Rarely meets or does not yet meet performance standards • Getting started on meeting developmental expectations toward benchmark • Beginning to understand concepts |
| N | <ul style="list-style-type: none"> • No attempt • No evidence |

Developed by Aurora Public Schools, Aurora, Colorado (1995)

The key is to look at your rubrics and ask yourself, "What grade have I been giving to students whose achievement is described by each level?" When you have reached a decision that is fair to students and consistent with your expectations in the past, make your conversion method clear to the students in advance.

Some people react, "But this system is so arbitrary and inconsistent!" Of course it is -- because we're still dealing with grades. It has always been true that students may receive an A from one teacher and a B from another for similar work. Nevertheless, by stating expectations clearly in our rubrics and publishing grade equivalents in advance, we are taking a step towards fairer scoring practices.

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Samples of Ways to Convert Rubric Scores to Grades

TEACHER A says: "On every assessment, a combination of 4 on at least half of the rubrics and 3 on the other half will receive an A; a B means at least half of the scores are 3 and half are 2." In other words, he gives an A to a student with an average of 3.5 or above; a B to a student whose average is 2.5 - 3.49, etc. (**NOTE:** This method averages rubric scores only to convert them to grades. Rubric scores should not be averaged for a validation, which means consistent achievement at the same level.)

EXAMPLE

(This is a scoring sheet only. The complete rubrics would have been given to students with the original assignment.)

CONTENT	4	3	2	1	SCORE
My decision-making process accurately expresses the essential information about the geographical area as well as the criteria expressed by different community members in deciding how the area should be developed.	4	3	2	1	
COMPLEX THINKING: Constructing Support My speech gives all the important information to support the point of view of my community member. The information is clear, complete, and correct. I also tell what information I do not have, but which might make a difference.	4	3	2	1	
LEARNER OUTCOME AND PROFICIENCY: Quality Producer 3 The delivery of my persuasive speech is effective.	4	3	2	1	

A = 3.5 - 4.0
B = 2.5 - 3.49
C = 2.0 - 2.49
D = 1.5 - 1.99

TOTAL _____
AVERAGE _____

TEACHER B uses a similar method, but adds up all the rubric points instead of averaging. For example, on an assessment with the three rubrics, 12 points are possible. She prints the grade equivalent of points on the scoring sheet like this:

10 - 12 = A (At least one 4 and two 3's)
8 - 9 = B (At least two 3's and one 2)
6 - 7 = C (Minimum of all 2's)

The letter grade for the entire assessment is then recorded in the gradebook.

EXAMPLE ON NEXT PAGE.

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(This is a scoring sheet only. The complete rubrics would have been given to the students with the original assignment.)

CONTENT My decision-making process accurately expresses the essential information about the geographical area as well as the criteria expressed by different community members in deciding how the area should be developed.	4	3	2	1	SCORE
COMPLEX THINKING: Constructing Support My speech gives all the important information to support the point of view of my community member. The information is clear, complete, and correct. I also tell what information I do not have, but which might make a difference.	4	3	2	1	
LEARNER OUTCOME AND PROFICIENCY: Quality Producer 3 The delivery of my persuasive speech is effective.	4	3	2	1	

A = 10 - 12
B = 8 - 9
C = 6 - 7
D = 4 - 5

TOTAL _____

TEACHER C has created a grid that converts rubric scores to percentages. She averages the rubric scores on each assessment, and then records the percentage equivalent in her gradebook. Her scoring sheet looks like example A, but she takes the average and converts it into a percentage.

A	B	C	D
4.0 = 100%	3.4 = 91%	2.4 = 81%	1.5 = 70
3.9 = 97	3.3 = 90	2.3 = 80	1.4 = 68
3.8 = 96	3.2 = 89	2.2 = 79	1.3 = 66
3.7 = 95	3.1 = 88	2.1 = 78	1.2 = 64
3.6 = 94	3.0 = 87	2.0 = 76	1.1 = 62
3.5 = 93	2.9 = 86	1.9 = 75	1.0 = 64
	2.8 = 85	1.8 = 74	
	2.7 = 84	1.7 = 73	
	2.6 = 83	1.6 = 72	
	2.5 = 82		

(CAUTION: DO NOT USE THE RUBRIC SCORES THEMSELVES TO OBTAIN A PERCENTAGE; THIS WILL GIVE STUDENTS A MUCH LOWER PERCENTAGE THAN THEIR ACHIEVEMENT REPRESENTS. FOR EXAMPLE, A 3 IS 75% OF A 4 -- BUT THE STUDENT WHO MEETS EXPECTATIONS AND RECEIVES A 3 IS DOING BETTER THAN 'C' WORK.)

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CONSUMER AND FAMILY STUDIES

Authentic Assessment For Teen Challenges and Choices

Content Standard I: Personal Power

The student will examine and demonstrate their own personal power by exploring self concept, peer pressure, personal responsibility, communication, and decision making skills.

Why Do This?

Everyone of us has personal power; the power to make choices for ourselves. These choices include making good decisions about friends, learning to communicate and relate to others, and acting responsibly. We have the power to develop a positive self-concept, a sense of self-worth, and to promote self-improvement.

Task:

Create and write a book about yourself. The book must include fifteen activities that enable you to reflect on past experiences, examine present challenges, and develop strategies to meet your personal needs. The book must be well-written, using proper grammar and sentence structure, be creative in its presentation, utilize different forms of illustrations, be written in ink, typed, or word processed, and be neat, well-organized, and on time.

Rubric:

- | | |
|----------|--|
| 4 | I developed a book about myself that met all criteria listed above. I presented information that is creative and represents plausible conclusions as appropriate for the activity. |
| 3 | I developed a book about myself which included all fifteen activities and met the criteria listed above. |
| 2 | I developed a book about myself that included less than fifteen activities and did not meet other established criteria. |
| 1 | I completed a minimal number of activities and did not adhere to the established criteria. |

DISCOVERING ME!

This assignment will take us several days to complete. We will be doing much of the work in class. The purpose of this unit is to help you take time to learn about yourself and to help you set goals so that you can be the best person you can be! When we finish with this assignment, you will have a book about yourself that will be evaluated. We encourage you to do quality work and have fun, fun, fun!

GUIDELINES:

1. Your book should be neatly written in blue or black ink.
 2. Pages should be illustrated. BE CREATIVE! You may use drawings, paintings, photographs, pictures from magazines, stickers, etc. Use color as often as possible.
 3. Each student's completed booklet will be evaluated based on the attached rubrics. Both the teacher and the student will complete the evaluation procedure using the rubrics.
-
1. **COVER:** Design and make a fancy cover for your book that tells something about you. Include a title and your name.
 2. **MEMORY PAGE:** Write a paragraph about an important experience from your childhood or from elementary school. Write another paragraph about an experience from middle school.
 3. **FOOT PAGE:** Trace one of your feet on a piece of paper. On that foot, list where you see yourself going in 5 years and 10 years from now. List the steps you will need to take to make these dreams come true.
 4. **'THERE IS A PLACE I KNOW' PAGE:** Describe or draw a place that is special to you. This might include your room, a park, the mountains, etc. What makes it special? When do you go there? What does it look like?
 5. **'MY NAME IS' PAGE:** Do you like or dislike your name? Why? If you could change your name, what would it be and why? On the left side of the paper, write your name vertically, putting one letter on each line. For each of the letters, write a word that starts with the letter. The words should relate to a characteristic of yourself.
 6. **FAMILY PAGE:** Draw or bring a picture of your family. Describe how you are like your parents and how you are different from them.

7. **FAVORITES / PET PEEVES PAGE:** List at least 20 of your favorite things. These could include your favorite color, food, activities, movies, TV shows, songs, groups, etc. List at least 5 pet peeves (things that really, really BUG you!)
8. **COMPLIMENT PAGE:** Have at least five different people complete this statement regarding you: "What I like best about you is..."
Have them sign your page. What positive comments do you make to yourself? List those. Why is it important to make positive comments to ourselves?
9. **STAR PAGE:** From construction paper, cut out stars in three sizes. On the large star, write at least ten descriptive words or phrases about your POSITIVE traits. On the medium star, list at least eight descriptive words or phrases about your AVERAGE traits. On the small star, list five descriptive words or phrases about your NEGATIVE traits.
10. **PROBLEM PAGE:** Complete the following sentences:
"My biggest problem is..."
"What I plan to do about it is..."
"I usually solve problems by..."
"I can improve my problem-solving ability by..."
11. **PEOPLE PAGE:** What person has had a strong influence on you, your values, your beliefs? Explain how or why? What person would you like to get to know that you don't know now? Why?
12. **COLLECTION / HOBBY PAGE:** Describe your favorite hobbies or a collection you own. How long have you been involved in this hobby or collecting? What is your prize treasure? What makes it so special? What does this hobby or collection say about you?
13. **FRIENDS PAGE:** Make a list of the best friends you have had throughout your life. Write about how you met, what you did together, why you liked each other, why you might have drifted apart? Who is or are your best friend(s) now?
14. **SELF-CONTRACT PAGE:** What would you like to change in your life? Write about the action you plan to take. What is your timeline/deadline? What are the barriers (things that could get in the way)? What resources are available to help you? How will you evaluate your progress? Hint: You may want to prepare a chart to answer these questions.
15. **EPITAPH / OBITUARY PAGE:** What would you want engraved on your own tombstone? What would be an accurate description of you and your life in a few short words?

(Continued)

Sample Epitaph -- fill this in with your own information.

John Doe, age, died yesterday from...

He was a member of...

He is survived by...

At the time of his death he was working on becoming...

He will be remembered for...

He will be mourned by...because...

The world will suffer the loss of his contributions in the areas of...

He always wanted to, but never got to...

The body will be...

Flowers may be sent...

In lieu of flowers...

CONSUMER AND FAMILY STUDIES

Authentic Assessment for Teen Challenges and Choices

Content Standard II: Total Approach to Wellness

The student will investigate and analyze behaviors which can lead to a lifestyle of total wellness.

Why Do This?

Wellness affects every aspect of your life! Total wellness consists of your physical, emotional/mental, and social/community well-being. Your physical wellness includes what you eat and how much sleep and exercise you get. Your emotional/mental wellness is how you handle stress and fear, and your willingness to take risks. Your social/community wellness is your awareness and/or involvement with your community and environmental issues, as well as community, agencies and resources. If you take really good care of yourself in all these areas, you have great possibilities of living a healthy, happy, and productive life.

Task:

Channel 1 has just concluded a week of newscasts that featured stories about health issues of interest to teenagers, including stress management, nutrition, weight management, physical exercise, and community environmental issues. They have announced a contest asking teen viewers to develop public service announcements that can be aired on Channel 1 as part of a month long health awareness campaign. Since your class has been studying these same topics, you decide to write a public service announcement of your own and submit it for review by Channel 1. If your announcement is chosen, Channel 1 will air your production and you will have the chance to appear on Channel 1 worldwide!

Choose one of the health and wellness topics discussed in class and create a public service announcement. You will present your public service announcement to the class and may use visual aids, computer assisted instruction techniques, audio techniques, or a videotape.

Rubric:

- 4** My public service announcement is well organized, detailed, and provides factual information pertaining to my chosen topic. I have stated a minimum of five facts and supported my presentation with visual aids. My presentation is 2-3 minutes in length, is creative, and has an effective introduction and conclusion. My presentation demonstrates extra effort or work.
- 3** My public service announcement is well organized and provides factual information pertaining to my chosen topic. I have stated a minimum of three facts and supported my presentation with visual aids. My presentation is 2-3 minutes in length, is creative, and has an effective introduction and conclusion.
- 2** My public service announcement lacks organization and is not supported with factual information. My visual aids do not support the information presented. My presentation is less than 2 minutes in length and has no clear introduction or conclusion.
- 1** My public service announcement lacks organization and is not supported with factual information. I did not use visual aids to support my presentation. My presentation is less than 2 minutes in length and has no clear introduction or conclusion.

CONSUMER AND FAMILY STUDIES

Authentic Assessment for Teen Challenges and Choices

Content Standard III: Relationships

The student will examine personal skills needed to effectively manage personal and family relationships.

Why Do This?

There is not a day that goes by in your life that you are not dealing with relationships of some kind. It might be your family members, your significant other, your friends, your peer group, your teachers, your boss, your co-workers, etc. Relationships require knowledge and "know how" to be successful and to achieve a level of happiness in those relationships.

Task:

As an assistant editor on the school newspaper it is your job to respond to letters submitted by students to the "Dear Amie" column. The purpose of the column is to allow students to write to the newspaper with questions about teen issues. You have found that most of the questions deal with teenage dating and relationships. One letter, in particular, caught your eye and you decide to use some of the information from your Teen Challenges and Choices class to write a response.

Using the information presented in class write a response to the "Dear Amie" letter. (See attached.) Your response should be written in letter form and addressed to "Worried Sick." Include in your response:

- _____ • What is/are the problems in this relationship?
- _____ • What is each person's role in the problem? Explain.
- _____ • What are some of the typical healthy or unhealthy characteristics that might be present in this relationship? Explain.
- _____ • Define what "love" is and its importance in building positive relationships.
- _____ • What are some positive communication techniques that Tony and Marcie could use to help improve their relationship? Explain.
- _____ • What can Marcie's friends do to support Marcie?
- _____ • What community resources might be available to Tony and Marcie? How could they help? Explain.

Rubric:

- 4** My letter of response answers all questions completely and adds additional relevant information. Each question is answered in at least one paragraph, is well supported by information presented in class and additional research. It is presented creatively and shows extra effort. My written work is well organized, clear, concise, and proper grammar and spelling are utilized.
- 3** My letter of response answers all questions completely. Each question is answered in at least one paragraph. My explanations are well supported and show that I understand the information presented in class. My written work is well organized, clear, concise, and proper grammar and spelling are utilized.
- 2** My letter of response does not answer all questions. Some questions may be answered in less than a complete paragraph. My explanations are not supported by information presented in class. My written work is not well organized and contains grammar and spelling errors.
- 1** My letter of response answers few of the questions, and most questions are answered in less than complete paragraphs. My explanations lack details and are not supported by information presented in class. My written work is poorly presented and contains grammar and spelling errors.

Dear Arnie...

Dear Amie,

Our friend Marcie has been dating Tony for over a year. At first, Tony was very romantic and always seemed to say and do the right thing. Most of the time Tony is easy to get along with, but lately he gets very jealous if Marcie talks to other guys-- even the ones who have been her friends for years! He screams at her and then apologizes. He wants to control her time and never lets Marcie decide what they'll do on a date or with their time together. Marcie claims that Tony really loves her and that's why he gets upset. As Marcie's friends we're upset because she never has time for us. We hate it when Tony screams at her in front of other people. Lately, Marcie has had bruises on her arms and neck. She won't talk to us about it and we feel helpless. We really like Marcie as a friend and worry about her relationship with Tony. What can we do to help Marcie?

Signed,
Worried Sick

CONSUMER AND FAMILY STUDIES

Authentic Assessment for Teen Challenges and Choices

Content Standard IV: Human Sexuality

The student will understand human growth and development and the issues involved in personal sexual decision-making.

Why Do This?

Young people experience a period of rapid growth called puberty and should have the opportunity to learn to accept and feel good about themselves. Knowledge of human growth and development can empower young people to accept changes in their personal appearance and feelings towards themselves. Learning to differentiate between fact and fiction can enable a person to make informed decisions. During the teen years, effective decision-making is critical and can have long lasting consequences.

Task:

After completing the Human Sexuality unit, students will choose one of the topics covered in class and complete additional research of that topic. The information gathered will be reported in a two page written research paper. The paper should be well-written, based on current research, typed or word processed, and free from grammar and spelling errors. Students should list the resources used to complete their paper. For each publication used include the title, author, date of publication, and pages used. If personal interviews are used to provide information, the student should identify the source by name, work title, and agency. Students are encouraged to choose a topic of personal interest. The topics may include:

- Reproductive systems
- Myths and misconceptions about human reproduction
- Responsible sexual decision-making
- Abstinence
- Sexually transmitted diseases (choose one)
- HIV/AIDS
- Teenage pregnancy
- Teen parenting
- Community resources related to human growth and development
- Other topic as approved by the teacher

Note: All written papers should reflect good taste, correct medical terminology, and be free of slang words. The paper should paraphrase the information obtained from the resources and be original in content.

Rubric:

- 4** My paper is two pages in length, well-written, based on current research, typed or word processed, and contains no more than 2 errors in grammar and spelling. My paper is detailed and factual in nature and is well organized. My paper has an introduction and a sound conclusion. I have included a written resource list of at least five publications and/or interviews. The resource list is complete with titles, authors, dates of publication, and pages used or agencies interviewed.
- 3** My paper is two pages in length, well-written, based on current research, typed or word processed, and contains no more than 4 errors in grammar and spelling. My paper is factual in nature and well organized with an introduction and a conclusion. I have a written resource list of at least three publications and/or interviews. The resource list is complete with titles, authors, dates of publication, and pages used or agencies interviewed.
- 2** My paper is less than two pages in length, does not reflect current research, and contains more than 6 errors in grammar and spelling. My paper lacks an introduction and a conclusion. I have a written resource list of less than three publications and/or interviews. The resource list is incomplete with titles, authors, dates of publication, and pages used or agencies interviewed.
- 1** My paper is less than two pages in length, does not reflect current research, and contains errors in grammar and spelling. My paper lacks an introduction and a conclusion. I have not included a list of resources used.

CONSUMER AND FAMILY STUDIES

Authentic Assessment for Teen Challenges and Choices

Content Standard V: Teens and the Law

The student will recognize rights and responsibilities as defined by the law.

Why Do This?

A democratic society establishes laws for the protection and general welfare of its citizens. Each law is formulated to meet a need for law and order and to identify the responsibilities of the citizenry. Our country has many people serving the public in the regulation and enforcement of these laws. As teenagers you should be aware and responsible for following and working within the limits of these laws.

Task:

After exploring the unit on Teens and the Law, the student will select a news article from their local newspaper involving suspected violations of the law by teens. Complete the Student Analysis worksheet. Responses to the questions should be in complete sentences, well written, free from grammar and spelling errors, and exhibit a clear understanding of the intent and application of the law.

Some suggested topics might include:

- Underage drinking
- Curfew violation
- Stalking/sexual harassment
- Date rape
- Driving under the influence
- Breaking and entering
- Illegal drug usage/distribution
- Shoplifting/theft
- Loitering
- Assault

Rubric:

- 4** My analysis of the law is well stated and supported with specific facts, effectively organized, and complete. My responses are detailed, well developed, organized, and clearly identify the rights and responsibilities of the young person(s). My work shows evidence of additional research and creativity. All work is on time, neatly written, and complete sentences, proper grammar, and correct spelling are used.
- 3** My analysis of the law is satisfactorily defined, organized, and complete. My responses are well thought out, organized, and clearly identify the rights and responsibilities of the young person(s). All work is on time, neatly written, and complete sentences, proper grammar, and correct spelling are used.
- 2** My analysis of the law is partially complete. I have not clearly identified the purpose of the law or the consequences for violation. Identification of the rights and responsibilities of the young person(s) involved lacks specific details. My work is poorly written and contains grammatical and spelling errors.
- 1** My analysis of the law is incomplete and lacks much of the specific criteria. My work is poorly written and contains grammatical and spelling errors.

Student Analysis

1. In your own words, give an explanation of the incident reported in the article.
2. In the opinion of the article, what law(s) have been violated? Explain.
3. Identify the history and the purpose of this law. Why was the law established? How is it intended to protect the public?
4. What are the legal consequences for breaking the law?
5. Do you agree or disagree with the consequences? Explain and justify your answer.
6. Under the law, what are the rights and the responsibilities of the accused?

CONSUMER AND FAMILY STUDIES

Authentic Assessment for Teen Challenges and Choices

Content Standard VI: Destructive Behaviors and Addictions

The student will identify characteristics of destructive behaviors and their consequences while exploring various coping strategies.

Why Do This?

Adolescence is filled with many changes and is a vulnerable time for young people. There are great changes in physical characteristics, changes in the way they think, changes in the expectations placed on them, increasing responsibilities, and the move towards greater independence. Peer pressure can play an ever increasing role in the choices teens make and the behaviors they exhibit. Becoming aware of the consequences of their behaviors can assist young people in making decisions that have a positive effect on their lives.

Task:

The counseling department in your school has asked the Teen Challenges and Choices class to prepare informative pamphlets on destructive behaviors that could be made available to students, parents, and community members through the counseling office. They believe this may be one way of helping the community better understand the impact of these behaviors and to educate the community about available resources. Based on the destructive behaviors presented in class, create a pamphlet outlining the characteristics, consequences, and coping strategies of one destructive behavior. Your pamphlet should include the following information:

- _____ • Identify and define the destructive behavior.
- _____ • List at least eight identifying characteristics of the behavior.
- _____ • Describe in detail the consequences of this behavior.
- _____ • Suggest a variety of coping strategies, and explain each.
- _____ • List at least three community resources for helping individuals and families cope with the destructive behavior. Include name, address, and phone number of each resource. Give a brief description of the services available.

(Continued)

Following is a list of destructive behaviors discussed in class to choose from:

- Illegal drug usage
- Alcoholism
- Use of tobacco products
- Addictive behaviors (work, eating disorders, gambling)
- Dependency issues
- Depression and suicide
- Abusive relationships
- Others of your choosing

Rubric:

- 4** My pamphlet contains an excellent description/definition of the destructive behavior chosen. It contains many supporting details which describe the characteristics, consequences, and coping strategies. My pamphlet identifies three community resources and gives a thorough description of the services available. It is creatively presented, well organized, readable, and contains no more than 2 errors in grammar or spelling.
- 3** My pamphlet defines and describes the destructive behavior chosen. It contains supporting details which describe the characteristics, consequences, and coping strategies. My pamphlet identifies three community resources and the services available. It is organized, readable, and contains no more than 4 errors in grammar and spelling.
- 2** My pamphlet describes the destructive behavior identified but lacks specific details, consequences, and coping strategies to make it effective. My pamphlet does not identify community resources available for assistance. It is not well organized, lacks focus, and contains more than 4 errors in grammar and spelling.
- 1** My pamphlet does not reflect information and material covered in class. It lacks organization, not does address the criteria stated, and contains errors in grammar and spelling.

CONSUMER AND FAMILY STUDIES

Authentic Assessment for Teen Challenges and Choices

Content Standard VII: Emergency Care/Consumer Health

The student will utilize information for handling health and emergency situations.

Why Do This?

Everyone can face an emergency situation or health care dilemma sometime during their life. We handle these situations more effectively when we have been trained in emergency care procedures and can devise a plan for coping with health care dilemmas. Having an awareness of community resources available to us in these situations can ease the stress and apprehension we may experience during a health care emergency.

Task:

You are awakened in the night by the blare of your home fire alarm and realize your house is on fire! You race into the hallway and begin yelling "Fire!" to awaken your parents and younger brother, but as you approach your brother's room, you realize his doorway is blocked by the fire. You can hear him yelling for help but must run from the house to avoid the fire. You and your parents race to your brother's window and try to break the window so your brother can jump to safety. A crash rings out and you see your brother jump through the window! The sound of sirens tells you that help is on the way. Your neighbors are coming to help but the house is now engulfed in flame. Your family is gathered on the front sidewalk when you realize your brother is limping and seems to have difficulty breathing.

Based on information presented in class, complete the Student Analysis worksheet. Answer all questions thoroughly and with as much detail as possible. Your answers should show that you clearly understand the circumstances of the incident and the consequences of the fire. Responses should be written in complete sentences and free from errors in grammar or spelling. Research the community resources available that can be of help to a family who may have experienced a crisis such as this.

Rubric:

- 1 My analysis of the situation is well stated and supported with specific facts, effectively organized, and complete. My responses are detailed, well developed, organized, and clearly identify the consequences of the fire. My answers shows evidence of my knowledge of emergency procedures. I have identified a minimum of five community resources to assist the family. All work is on time, neatly written, and complete sentences, proper grammar, and correct spelling are used.
- 3 My analysis of the situation is supported with factual information. My responses are well thought out, organized, and clearly identify the consequences of the fire. My answers shows evidence of my knowledge of emergency procedures. I have identified a minimum of three community resources to assist the family. All work is on time, neatly written, and complete sentences, proper grammar, and correct spelling are used.
- 2 My analysis of the situation is partially complete. I have not clearly identified the consequences of the fire. My answers do not show evidence of my knowledge of emergency procedures. I have identified less than three community resources to assist the family. My work is poorly written and contains grammatical and spelling errors.
- 1 My analysis of the situation is incomplete and lacks much of the specific criteria. My work is poorly written and contains grammatical and spelling errors.

Student Analysis

1. Analyze the immediate actions taken by the family. Were their actions an appropriate response to the circumstances?
2. What will the family do now? List the consequences of the fire and what actions the family can take in response. Consider the physical as well as the emotional consequences of their loss.
3. What emergency health care could have been done at the time of the fire to assist the injured family member? List each step that should have been taken to aid the younger brother.
4. What community resources could be available to assist the family?
5. What steps can a family take to prevent a fire in their home?

CONSUMER AND FAMILY STUDIES

Authentic Assessment for Teen Challenges and Choices

Content Standard VIII: Power of Success

The student will implement the goal-setting process for personal growth.

Why Do This?

Goal setting is a simple planning tool that can be used by individuals or groups to attain short and long-term goals. The process of goal-setting helps you increase your effectiveness in reaching your chosen goals. Part of personal success is sharing your skills and strengths with friends, family, and community members. Volunteering in the community helps you better understand yourself and how important your role is in the community.

Task:

After completing activities regarding the goal-setting process as presented in class, students will create, implement, and evaluate a community service project. Students may choose to work in groups of 3-4 members to select and carry out a community project. Students may wish to begin the planning process by brainstorming community agencies or projects that could provide an opportunity for completing this activity. Parents, teachers, and friends are good resources for discovering possible projects within their community. To successfully complete the community service project students will:

- _____ • Identify one personal goal for participating in a community service project.
- _____ • Identify community service agencies or projects that are in need of your group's services. Contact the agency for permission and/or instructions on how to participate as a volunteer.
- _____ • Using the FCCLA planning process, design, implement, and participate in a community service project the group has chosen.
- _____ • Complete the Community Service Project Questionnaire.

Rubric:

- 4** I completed all components of the project and submitted my work on time. The planning process is complete, thoroughly explained, and more than one example is given for each of the five categories. I identified one personal goal and explained it in detail. All written work is neatly done, uses complete sentences, and contains no more than 2 errors in grammar and spelling. I took a leading role in the community service project. All materials presented show evidence of additional effort and creativity.
- 3** I completed all components of the project and submitted my work on time. The planning process is complete, thoroughly explained, and more than one example is given for each of the five categories. I identified one personal goal for participating in a community service project. All written work is neatly done, uses complete sentences, and contains no more than 4 errors in grammar and spelling. I took an active role in the community service project.
- 2** I completed most of the components of the project. Parts of the planning process are missing or lack specific details. Examples are not given for each of the five categories. I did not identify my personal goal for participating in a community service project. My written work uses incomplete sentences and contains more than 6 errors in grammar and spelling. I took a minimal role in completing the community service project.
- 1** The components identified for completion of this project were incomplete. The planning process is missing or lacks specific details. I did not actively participate in the community service project.

Community Service Project Questionnaire

1. **My personal goal for participating in the community service project was...**

I did/or did not achieve my goal, because...
2. **My group implemented the 5 Step Planning Process in the following way...**
3. **My role as a participant in the project included...**
4. **Through participation in this project, I learned the value of community service is...**
5. **The value of the project to my community...**
6. **The quality of our product/service included...**
7. **If I were to do this project again I would...**



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EFF-089 (3/2000)